INDEX

VOLUME XXVI

KEY TO PAGING
1 - 51 January
52 - 113 March
114 - 177 May
178 - November

TITLE INDEX

A Multivariate Analysis of Factors Underlying Student Evaluations of College Instructors. Kent L. Granzin, John J. Painter, 96-106.

A Personalized-Individualized Instructional Approach on Achievement in Mathematics. Vernon Broussard, 233-237.

An Empirical Comparison of Open and Nonopen Structured Classrooms.

Marilyn Kourilsky, Eva L. Baker, 238-245.

An Empirical Evaluation of the Use of Educational Objectives as Guidelines. Thomas C. Arnold, Francis M. Dwyer, 115-119.

An Inservice Education for the Professional Development of Teachers: A Heuristic Model. Ronald Crowell, Richard Harring, 246-249.

Bilingual Education: An Alternative to the Traditional All-English Curriculum. Rudolph V. Skoczylas, 40-51.

Children's Literature - A Feminist Viewpoint. Sylvia-Lee Tibbetts, 1-5.

Comments by the Guest Editor. Kal Gezi, 181-182.

Differences in Self-Perception and Vocational Aspirations of College Women. Geraldine M. Hommall, Suzanne Juhasz, Joseph Juhasz, 6-10.

Do Teachers Adapt Methods and Materials to Ability Groups in Reading? Judith Landon Alpert, 120-123.

Educational Aspirations and Expectations of Chicanos, Non-Chicanos and Anglo-Americans. Rudolfo Leyva, 27-39.

Effect of Differential Teaching and Teacher's Praise and Reproof. Georgia M.

Gabor, 155-166.

Factors Affecting Student Performance: A Model for Professional Development. Lawrence H. Stewart, Joan P. Avis, 124-129.

Formation of Superordinate Classes in the Union of Sets and Performance on Piagetian Class Inclusion Tasks. Violet B. Robinson, 82-91.

Intelligence and Children's Reading Preferences. Silvia-Lee Tibbetts, 82-88.

Judging Personality from Speech: A Pilot Study of the Attitudes Toward Ethnic

Groups. Robert L. Politzer, Arnulfo G. Ramirez, 16-26.

Longitudinal Study of Home Factors and Reading Achievement. Wilma H.

Miller, 130-136.

Noncognitive Factors Affecting Student Mastery of Learning Modules. William

P. Osborn, Martha A. Thompson, Evelyn L. Osborn, 203-213.
Prediction of Performance by Low Achievers: The Use of Non-Verbal Measures.
W. Paul Jones, Richard R. DeBlassie, 11-15.

School Board Dogmatism and the Morale of Principals. Roy R. Nasstrom, Charles E. Kline, Robert I. Myers, 107-113.

Strategies for Individualizing Learning. Kal Gezi, 183-192.

Student Involvement in Learning and School Achievement. Lorin W. Anderson, 53-62.

The Curriculum as a Prejudice Reduction Technique. Preston L. Dent, 167-177.
 The Evaluation of Individualized Instruction. William P. Osborn, Evelyn L. Osborn, 193-202.

- The Predictors and Effects of Participation in Interactive Activities. Dennis M. Adams, 63-81.
- The Relation Between Required Objective Attainment and Student Selected Objectives: Two Components in an Instructional Model for Individualization. Jon. J. Denton, Frederick John Gies, 225-232.
- The School Counselor as an Activist: A Report of Perceptions. William P. Osborn, Lawrence H. Stewart, Tony Gordon, 145-154.
- The Use of Inference Trees in the Development and Formative Evaluation of the Lesson Materials for Individualized Instruction. C. M. Lindvall, Judy A. Light, Joseph LaPresta, 214-224.
- Using Factor Analysis to Compare Test Data. Russell N. Cassel, John R. Klas, 137-144.
- Value of "Don't Know" Options in Formulative Evaluation. Gerald S. Hanna, 92-95.

AUTHOR INDEX

Adams, Dennis M. - The Predictors and Effects of Participation in Interactive Activities, 63-81.

Alpert, Judith Landon - Do Teachers Adapt Methods and Materials to Ability Groups in Reading? 120-123.

Anderson, Lorin W. - Student Involvement in Learning and School Achievement, 53-62.

Arnold, Thomas C., and Dwyer, Francis M. - An Empirical Evaluation of the Use of Educational Objectives as Guidelines, 115-119.

Avis, Joan P. and Lawrence, Stewart H. - Factors Affecting Student Performance: A Model for Professional Development, 124-129.

Baker, Eva L., and Kourilsky, Marilyn - An Empirical Comparison of Open and Nonopen Structured Classrooms, 238-245.

Broussard, Vernon - A Personalized-Individualized Instructional Approach on Achievement in Mathematics, 233-237.

Cassel, Russell N., and Klas, John R. – Using Factor Analysis to Compare Test Data, 137-144.

Crowell, Ronald, Harring, Richard - An Inservice Education for the Professional Development of Teachers: A Heuristic Model, 246-249.

De Blassie, Richard R., and Jones, W. Paul - Prediction of Performance by Low Achievers: The Use of Non-Verbal Measures, 11-15.

Dent, Preston L. - The Curriculum as a Prejudice Reduction Technique, 167-177.

Denton, Jon J., and Gies, Frederick John — The Relation Between Required Objective Attainment and Student Selected Objectives: Two Components in an Instructional Model for Individualization, 225-232.

Dwyer, Francis M., and Arnold, Thomas C. - An Empirical Evaluation of the Use of Educational Objectives as Guidelines, 115-119.

Gabor, Georgia M. - Effect of Differential Teaching and Teacher's Praise and Reproof, 155-167.

Gezi, Kal - Comments by the Guest Editor, 181-182.

Gezi, Kal - Strategies for Individualizing Learning, 183-192.

Gies, Frederick John, and Denton, Jon J. – The Relation Between Required Objective Attainment and Student Selected Objectives: Two Components in an Instructional Model for Individualization, 225-232.

Gordon, Tony, Osborn, William P., Stewart, Lawrence H. - The School Counselor as an Activist: A Report of Perceptions, 145-154.

Granzin, Kent L., Painter, John J. – A Multivariate Analysis of Factors Underlying Student Evaluations of College Instructors, 96-106.

Hanna, Gerald S. - Value of "Don't Know" Options in Formulative Evaluation, 92-95.

Harring, Richard, Crowell, Ronald – An Inservice Education for the Professional Development of Teachers: A Heuristic Model, 246-249.

Hommall, Geraldine M., Juhasz, Suzanne, Juhasz, Joseph - Differences in Self-Perception and Vocational Aspirations of College Women, 6-10.

Jones, W. Paul, De Blassie, Richard R. - Prediction of Performance by Low Achievers: The Use of Non-Verbal Measures, 11-15

Juhasz, Joseph, Juhasz, Suzanne, Hommall, Geraldine M. - Differences in Self-Perception and Vocational Aspirations of College Women, 6-10.

Juhasz, Suzanne, Juhasz, Joseph, Hommall, Geraldine M. – Differences in Self-Perception and Vocational Aspirations of College Women, 6-10.

Klas, John R., Cassel, Russell N. - Using Factor Analysis to Compare Test Data, 137-144.

Kline, Charles E., Nasstrom, Roy R., Myers, Robert I. - School Board Dogmatism and the Morale of Principals, 107-113.

Kourilsky, Marilyn, and Baker, Eva L. – An Empirical Comparison of Open and Nonopen Structured Classrooms, 238-245.

LaPresta, Joseph, Light, Judy A., Lindvall, C.M. — The Use of Inference Trees in the Development and Formative Evaluation of the Lesson Materials for Individualized Instruction, 214-224.

Leyva, Rudolfo - Educational Aspirations and Expectations of Chicanos, Nonchicanos and Anglo-Americans, 27-39.

Light, Judy A., Lindvall, C.M., LaPresta, Joseph – The Use of Inference Trees in the Development and Formative Evaluation of the Lesson Materials for Individualized Instruction, 214-224.

Lindvall, C.M., LaPresta, Joseph, Light, Judy A. – The Use of Inference Trees in the Development and Formative Evaluation of the Lesson Materials for Individualized Instruction, 214-224.

Miller, Wilma H. - Longitudinal Study of Home Factors and Reading Achievement, 130-136.

Myers, Robert I., Nasstrom, Roy R., Kline, Charles E. - School Board Dogmatism and the Morale of Principals, 107-113.

Nasstrom, Roy R., Kline, Charles E., Myers, Robert I. - School Board Dogmatism and the Morale of Principals, 107-113.

Osborn, Evelyn L., Osborn, William P. - The Evaluation of Individualized Instruction, 193-202.

Osborn, Evelyn L., Osborn, William P., Thompson, Martha A. - Noncognitive Factors Affecting Student Mastern of Learning Modules, 203-213.

Osborn, William P., Osborn, Evelyn L. — The Evaluation of Individualized Instruction, 193-202.

Osborn, William P., Thompson, Martha A., Osborn, Evelyn L. - Noncognitive Factors Affecting Student Mastern of Learning Modules, 203-213.

Osborn, William P., Stewart, Lawrence H., Gordon, Tony - The School Counselor as an Activist: A Report of Perceptions, 145-154.

Painter, John J., Granzin, Kent L. - A Multivariate Analysis of Factors Underlying Student Evaluations of College Instructors, 96-106.

Politzer, Robert L., Ramirez, Arnulfo G. – Judging Personality form Speech:
A Pilot Study of the Attitudes Toward Ethnic Groups, 16-26.

Ramirez, Arnulfo G., Politzer, Robert L. – Judging Personality from Speech:
A Pilot Study of the Attitudes Toward Ethnic Groups, 16-26.

Robinson, Violet B. – Formation of Superordinate Classes in the Union of Sets and Performance on Piagetian Class Inclusion Tasks, 82-88.

Skoczylas, Rudolph V. – Bilingual Education: An Alternative to the Traditional All-English Curriculum, 40-51.

Stewart, Lawrence H., Avis, Joan P. - Factors Affecting Student Performance:

A Model for Professional Development, 124-129.

Stewart, Lawrence H., Osborn, William P., Gordon, Tony - The School Counselor as an Activist: A Report of Perceptions, 145-154.

Thompson, Martha A., Osborn, Evelyn L., Osborn, William P. - Noncognitive Factors Affecting Student Mastern of Learning Modules, 203-213.

Tibbetts, Sylvia-Lee - Children's Literature - A Feminist Viewpoint, 1-5. Tibbetts, Sylvia-Lee - Intellignece and Children's Reading Preferences, 89-91.

